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ABSTRACT

Part of the PREP Program (Preparatory Reading Program for Visually Handicapped Children), the document presents 10 units, each consisting of a picture story in large print, and emphasizing concept development rather than braille skills. Designed for use in conjunction with the program's other two components, the 10 units are aimed at visually handicapped children who are potential braille or large print readers, and cover such concepts as sensory matching, size, shape, action, position, relationships, time, configurations, and classification. Each unit is followed by a list of questions for the teacher to ask the child. (DLS)

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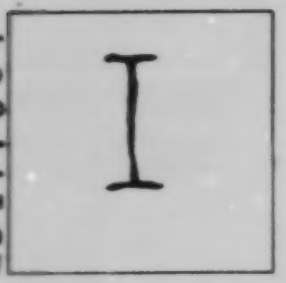

[PREP STORIES]

SENSORY MATCHING STORY
UNIT I

Written by Amanda P. Hall

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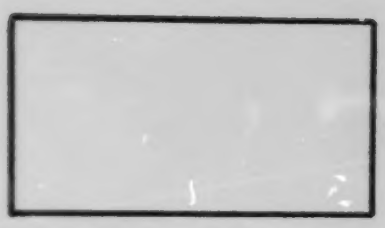
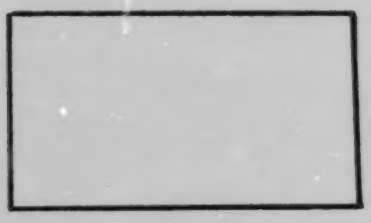
1 SENSORY MATCHING STORY

Everybody knew when the little circle was near. As she rolled closer and closer, they could hear her noisy sound—squeak, squeak, squeak.

Whenever the other shapes heard the squeaky circle, they would run and hide.



The squeaky circle could always hear the other shapes laughing at her from their hiding place, and she felt very sad and very alone.



SENSORY MATCHING STORY

One day, as the circle was squeaking along, something happened. Her squeak, squeak, squeak changed to a clunk, clunk, clunk. Then her clunk, clunk, clunk changed to a jingle, jangle, jingle.

And before the circle knew it, her squeak was gone. Now she made the most beautiful jingle, jangle, jingle sound the shapes had ever heard.

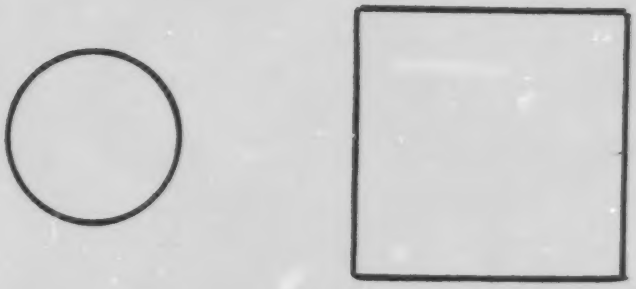
The other shapes wanted to be around the little circle all the time so they could hear her beautiful jingling sound.

The jingling circle was happy to have friends for the first time in her life, but deep-down inside she still remembered how lonely she was when she squeaked along all by herself.

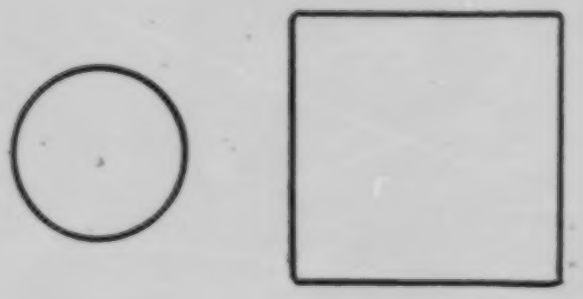
Then one day the shapes heard a funny sound—clack, clack, clack. One of them shouted, "It's that new square that clacks all the time. What an awful sound! Let's hide."

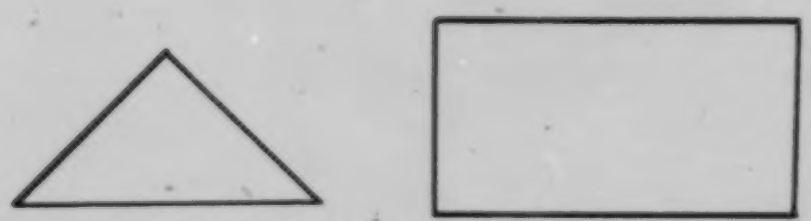
SENSORY MATCHING STORY

All the shapes ran as fast as they could, except the jingling circle. She waited for the clacking square and asked him if he wanted to play.



Their game was very noisy with all the jingle, jangle, jingles and the clack, clack, clacks. Pretty soon the other shapes came back to play. They were all having such a good time that nobody even noticed the circle's jingling or the square's clacking.





Now everybody was laughing and happy, and nobody was alone, thanks to the little jingling circle who remembered what it was like to be squeaky.

SENSORY MATCHING STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who was in this story?

What sound did the circle make that the other shapes didn't like?

What did the other shapes do when they heard the squeaky circle?

What did the squeaky circle hear when the other shapes were hiding from her?

What sound did the circle make that the other shapes really liked?

What did the circle remember?

What sound did the new square make?

How did the circle help the clacking square?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
2	Do you think the shapes should laugh at the squeaky circle? Why?
	Have you ever felt sad and alone? When?
6	Which sound do you like better--jingle-jangle-jingle or squeak-squeak-squeak? Why?
7	Why do you think the circle remembered how lonely she was when she squeaked?
9	Why did the circle stay to play with the clacking square?
10	Why did the shapes stop listening to the circle's jingling and the square's clacking?
11	Did you like this story?

SIZE STORY
UNIT II

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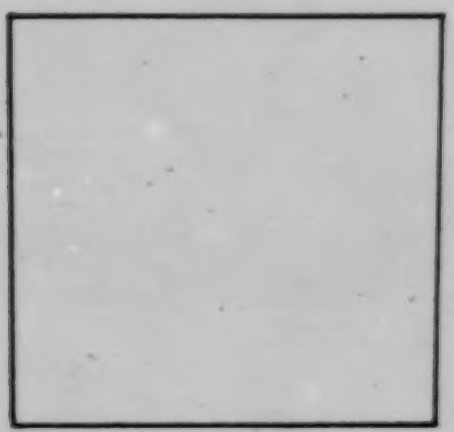
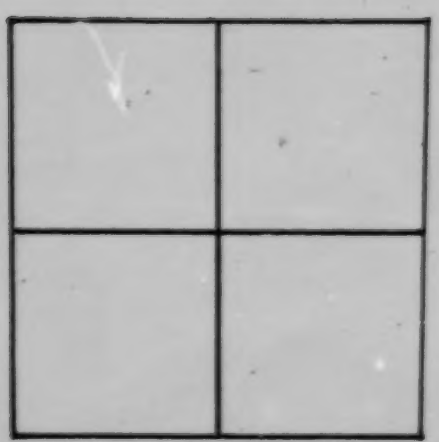
1 SIZE STORY

A big square met a little square one day.

The big square made fun of the little square. "You're so little. Four of you can make one of me," said the big square.





"But", said the little square,
"I know something you don't know."

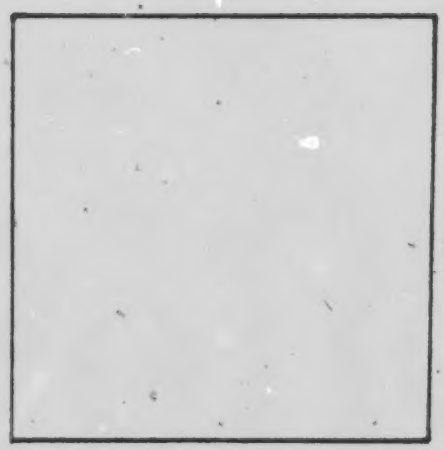
The big square huffed and puffed,
"What do you know?"

"I know how to grow", said the little square. So he grew, and he grew, and he grew.

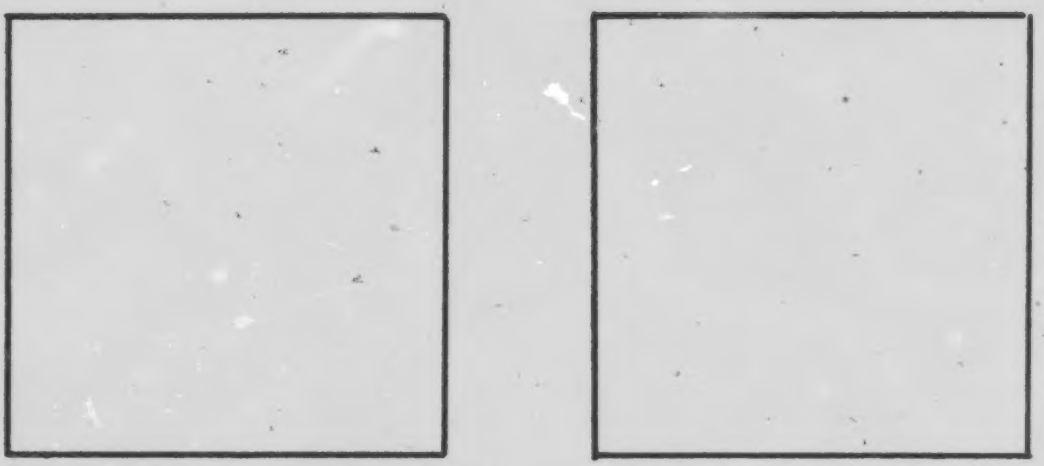
"Now I'm as big as you. We are both big!"

SIZE STORY

The big square tried to grow, but he couldn't. He just stayed the same.

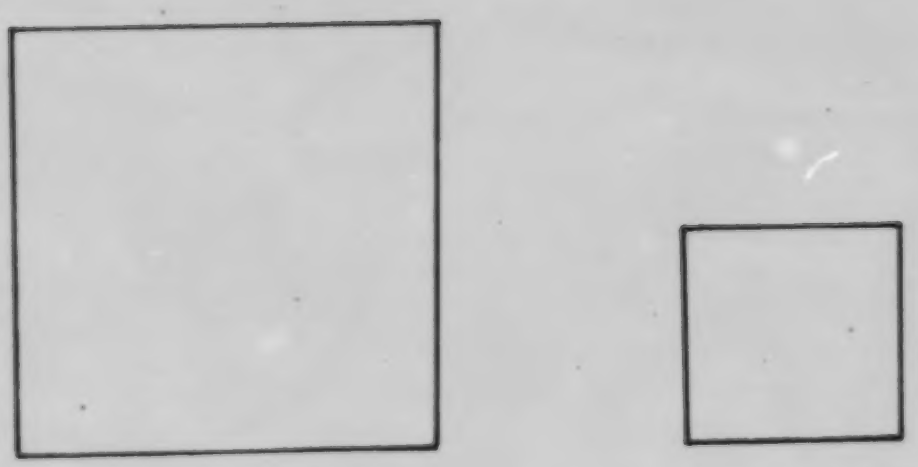


The little square said, "I don't feel right being so big. Now I am just like you. I want to be little again."

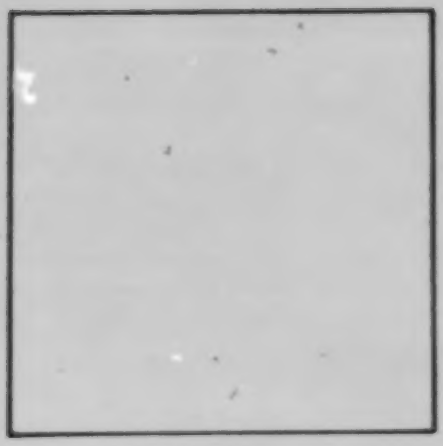


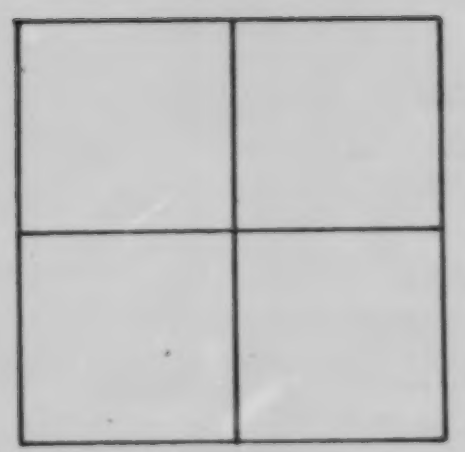
So he shrank, and he shrank, and he shrank.

The big square made fun of the little square again.



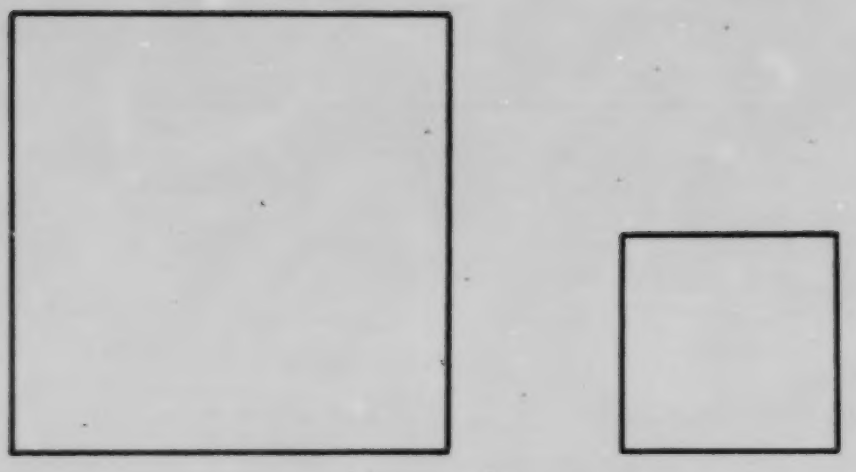
"You're so little. Four of you can make one of me."





"But", said the little square, "I know something you don't know and I'm not going to tell you."

The little square knew he was happy just the way he was.



SIZE STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who was in this story?

What did the big square do to the little square?

What did the little square know?

Did the little square want to be big forever?

What made the little square happy?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
2	Do you think the big square liked teasing the little square? Why?
4	When the big square huffed and puffed, how did he feel?
5	Why do you think the little square wanted to grow?
7	How do you think the big square felt when he could not grow?
8	Was the little square happy after he grew big? Why?
13	Do you think the little square liked teasing the big square? Why?
	Did the big square <u>really</u> hurt the little square's feelings?
	Why was the little square happy being just the way he was?
	Did you like this story? Why?

SHAPE STORY
UNIT III

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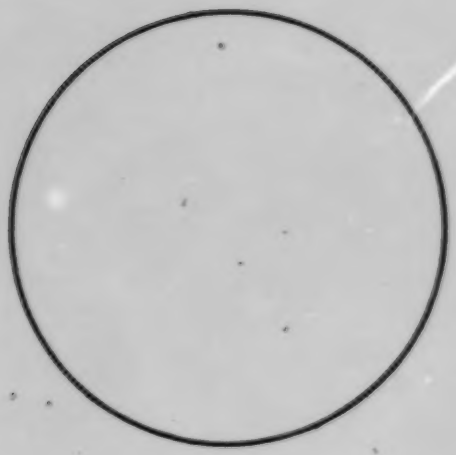
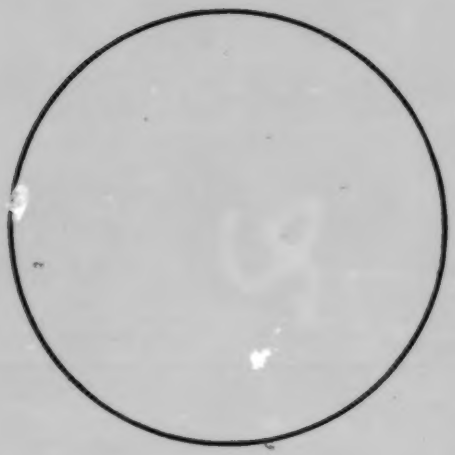
32-33

1 SHAPE STORY

It was a fresh, sunny day and the circle was playing in the park.



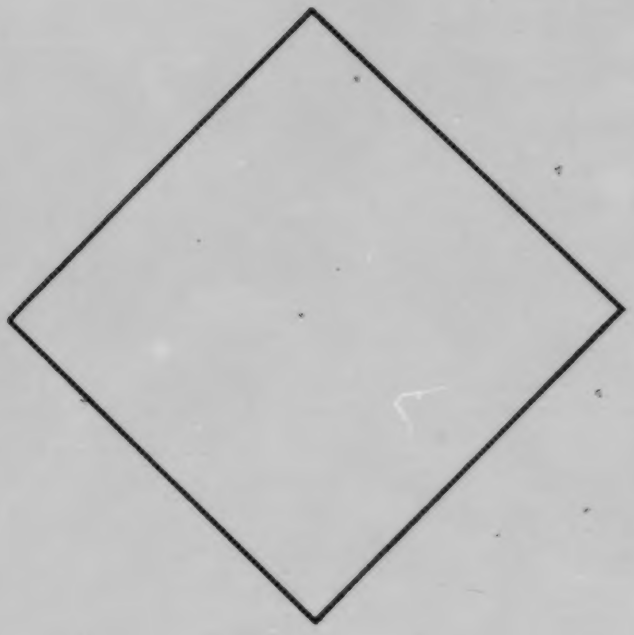
She loved to spin round and round and never stop.



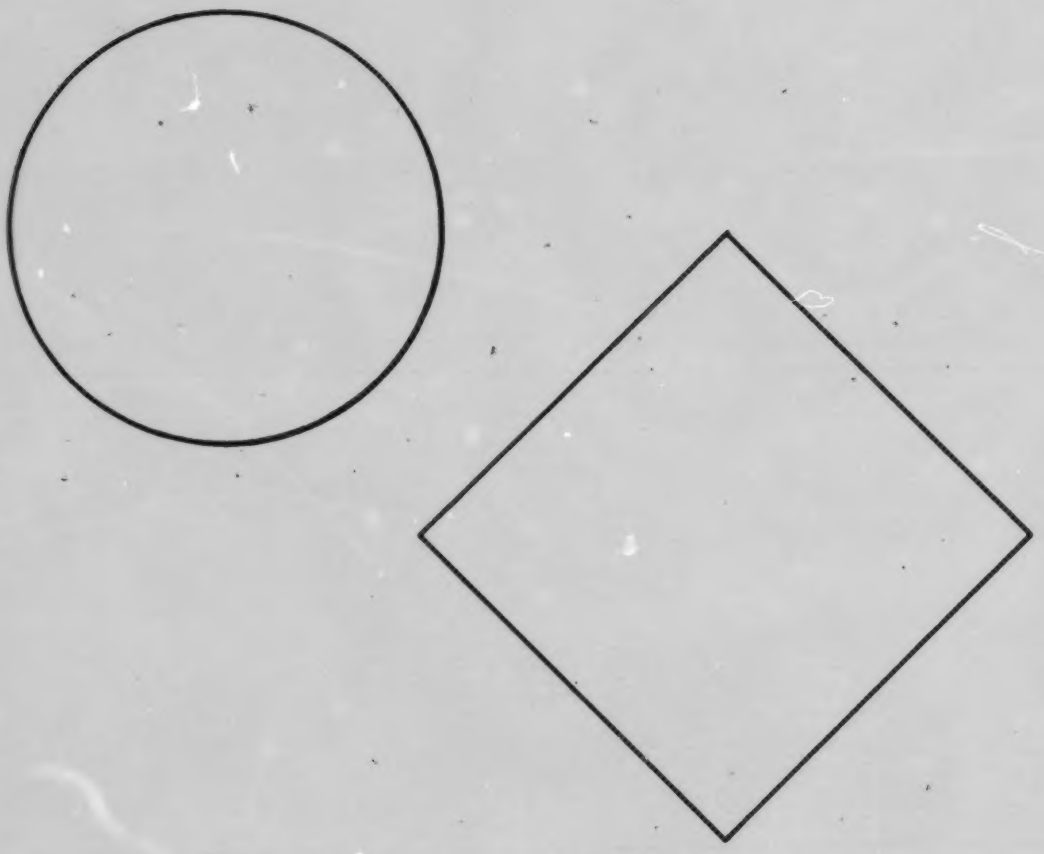
SHAPE STORY

The square was playing in the park too.

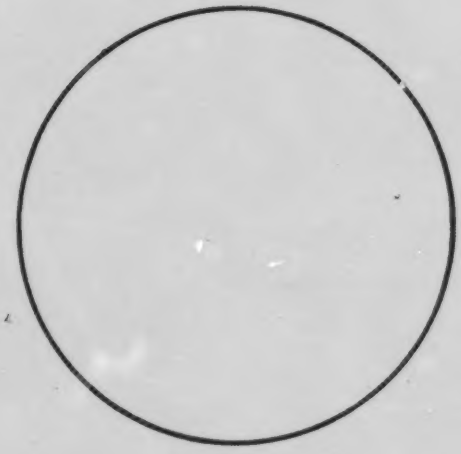
She loved to try to stand on one of her four corners without falling, hour after hour.



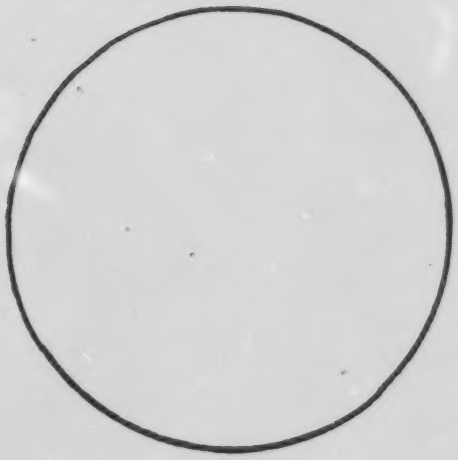
The circle spun and spun around while the square stood on her corner all day long.



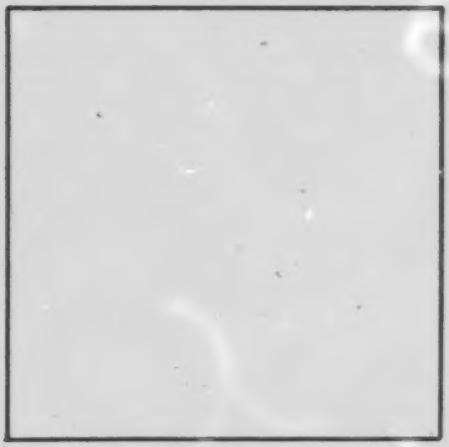
All of a sudden, the circle got dizzy. She had never gotten dizzy before, but now she couldn't stop spinning. Spinning and spinning, the circle rolled right into her friend, the square, and knocked the square onto her side. Then they both began to cry.



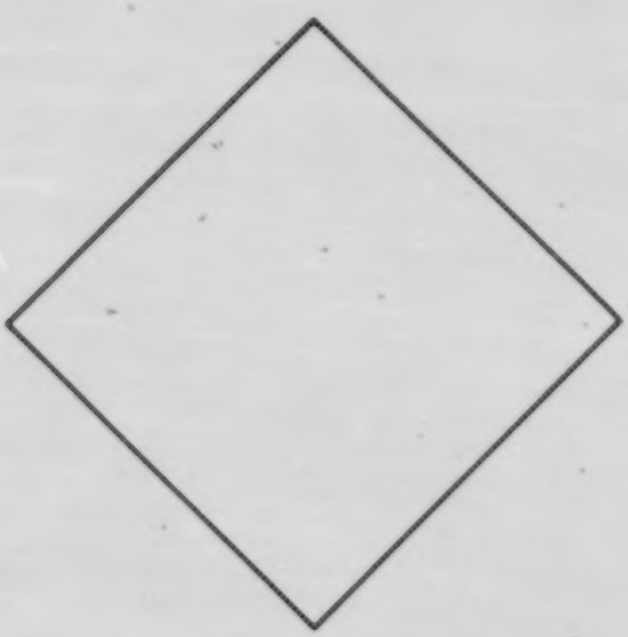
"I'm so sorry," cried the circle. "I didn't mean to hurt you and spoil all your fun. I hurt myself too. I will never, ever spin again!"



Well, the square was hurt, but when she tried to move, she found that she was as good as new and the hurt wasn't bad at all.

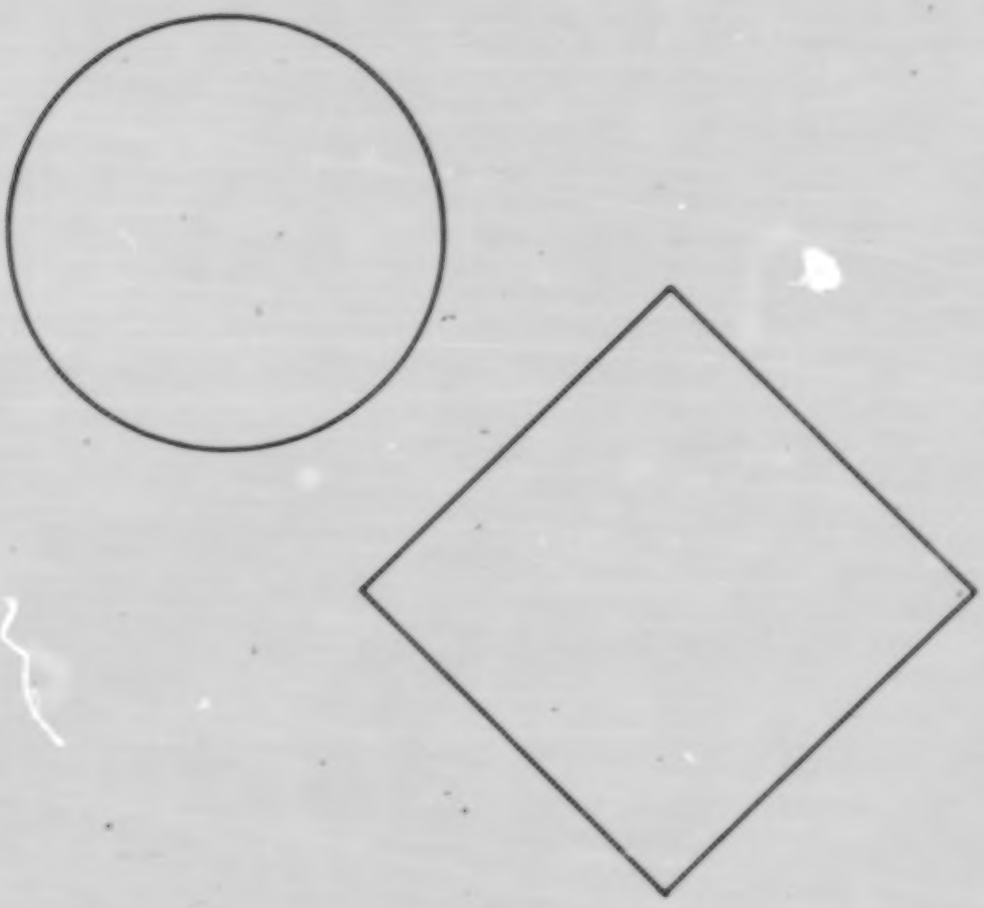


"Look! I can stand on my corner just like before," said the square. "Please don't stop spinning on my account. An accident can happen to anyone. Let me see you spin again. Please. It would make me so very happy."



The circle thought for a moment and then started to spin because she wanted to make her friend happy. She whirled around and around the park, being very careful not to get dizzy.

Now the circle was spinning and the square was standing on her corner. The two good friends were both very happy once again on this fresh, sunny day.



SHAPE STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who were playing in the park?
What did the circle like to do?
What did the square like to do?
What happened after the circle got dizzy?
Did the square hurt badly?
Did the square want the circle to stop spinning?
Why did the circle start spinning again?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
1	Do you like to play on a fresh, sunny day?
	How does a fresh day smell and how does a sunny day feel?
2	Can you spin round and round?
3	What is a park?
6	Have you ever been dizzy? How does it feel?
7	Do you think the circle should stop spinning? Why?
9	Did you ever have an accident? What is an accident?
	Why would it make the square happy to see the circle spin again?
11	Why were the circle and the square happy again?
	Did you like this story? Why?

ACTION STORY
UNIT IV

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1 ACTION STORY

The line and the square bumped into one another as they were running around the playground during their morning recess.

"Watch where you're going," shouted the line.

"You shouldn't be running anyway, you're so fat and slow."

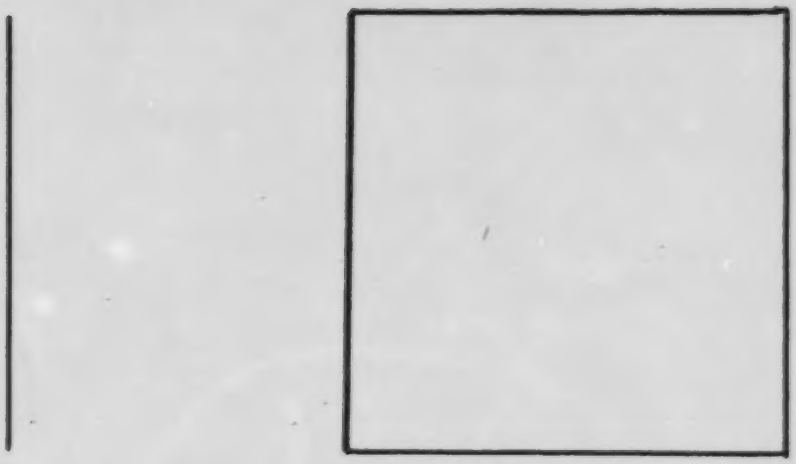
"I may be fat and slow," said the square, "but I can run. Let's have a race from my house to your house after school. Then we will see if I can run."

4 ACTION STORY

The line was glad to run the race for she was sleek and fast. In fact, she was the fastest runner in her school and she thought she was certain to win any race.

So they met at the square's house after school, ready for the race.

"Ready, set, go," said their friend the circle, and off ran the line and the square.



The line darted ahead fast and sure in her stride. The square followed, slowly and carefully, unable to catch up with the line.

But near the end of the race, the line started to slow down for she was out of breath. The square kept running, never too slow, never too fast, until she finally passed the line.

8 ACTION STORY

The line was very upset when the square passed her, but she could not make her legs move any faster. All she wanted to do now was to be able to finish the race.

9 ACTION STORY

The square finished the race easily and with breath to spare, happy that she had won.

When the line finally finished the race, the square waited patiently for her to catch her breath.

11 ACTION STORY

"You're a better runner than me," said the line. "Maybe you can show me how to run as well as you."

The square was happy to help the line and she began to teach her how to run during morning recess the next day.

ACTION STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who was in this story?

What happened on the playground during morning recess?

Who was fat and slow?

Who was going to be in the race?

Who was the fastest runner in her school?

Where did the line and the square meet for the race?

Who almost won the race but ran out of breath at the end?

Who won the race with breath to spare?

Who was the better runner, the line or the square?

What was the square going to teach the line?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
2	Why did the line call the square fat and slow?
3	Why did the square want to run a race against the line?
4	Why did the line want to run a race against the square?
6	Did the line run fast in the race?
	Did the square run fast in the race?
7	What happens when you run too fast?
	Why did the line slow down?
9	Why did the square finish the race with breath to spare?
10	Why was the square a better runner than the line?
12	Did you like this story? Why?

POSITIONS I STORY
UNIT V

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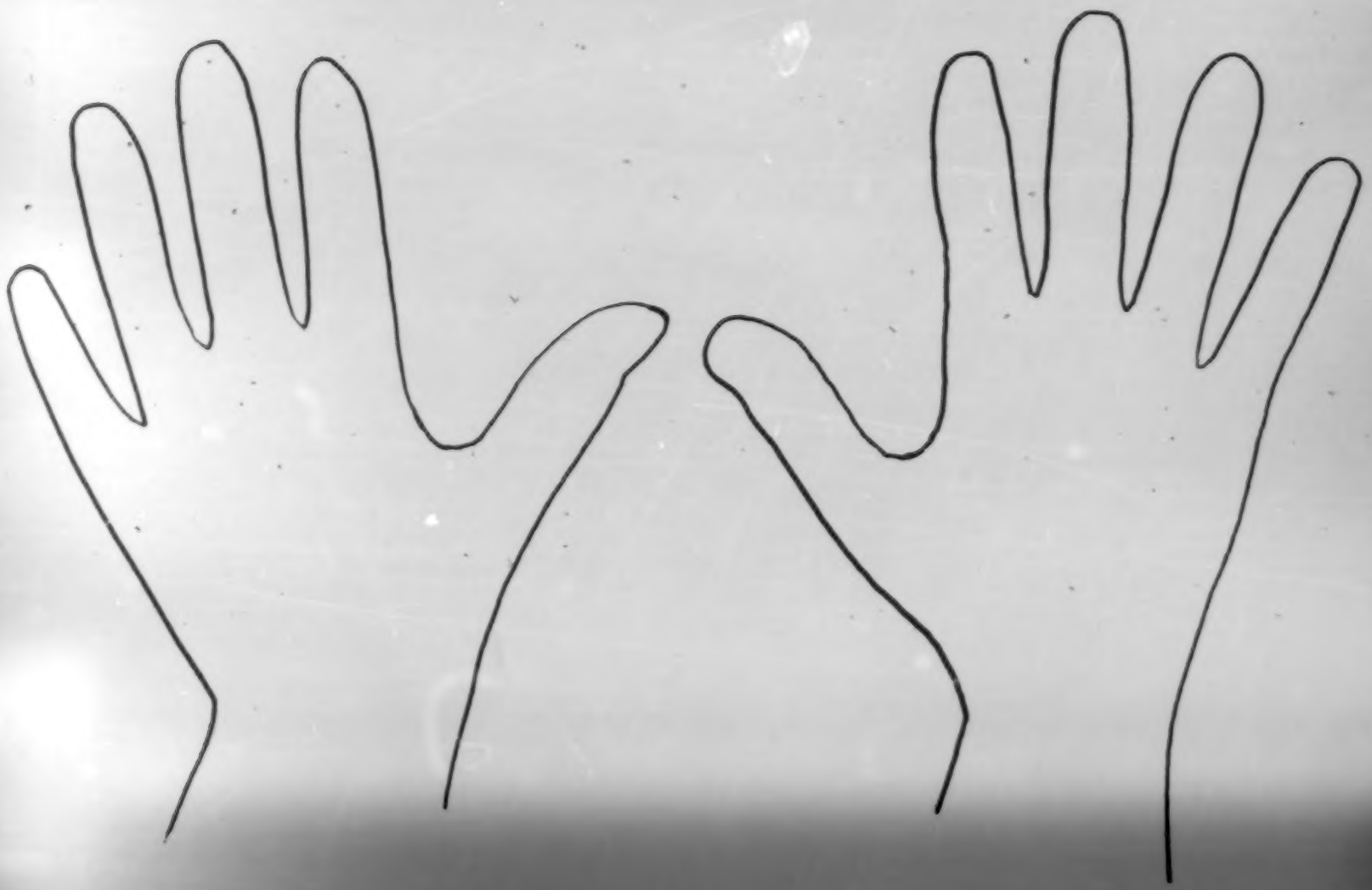
The right hand didn't know what the left hand was doing. The right hand was such a busy-body, he wanted to know everything.



POSITIONS I STORY

"What are you doing?" yelled the right hand to the left hand.

"I'm just wiggling my fingers trying to decide what to do next," said the left hand.

"I don't believe you," said the right hand. "You must be doing something but you don't want to tell me."

"Well you're so nosy, why should I tell you?" said the left hand.

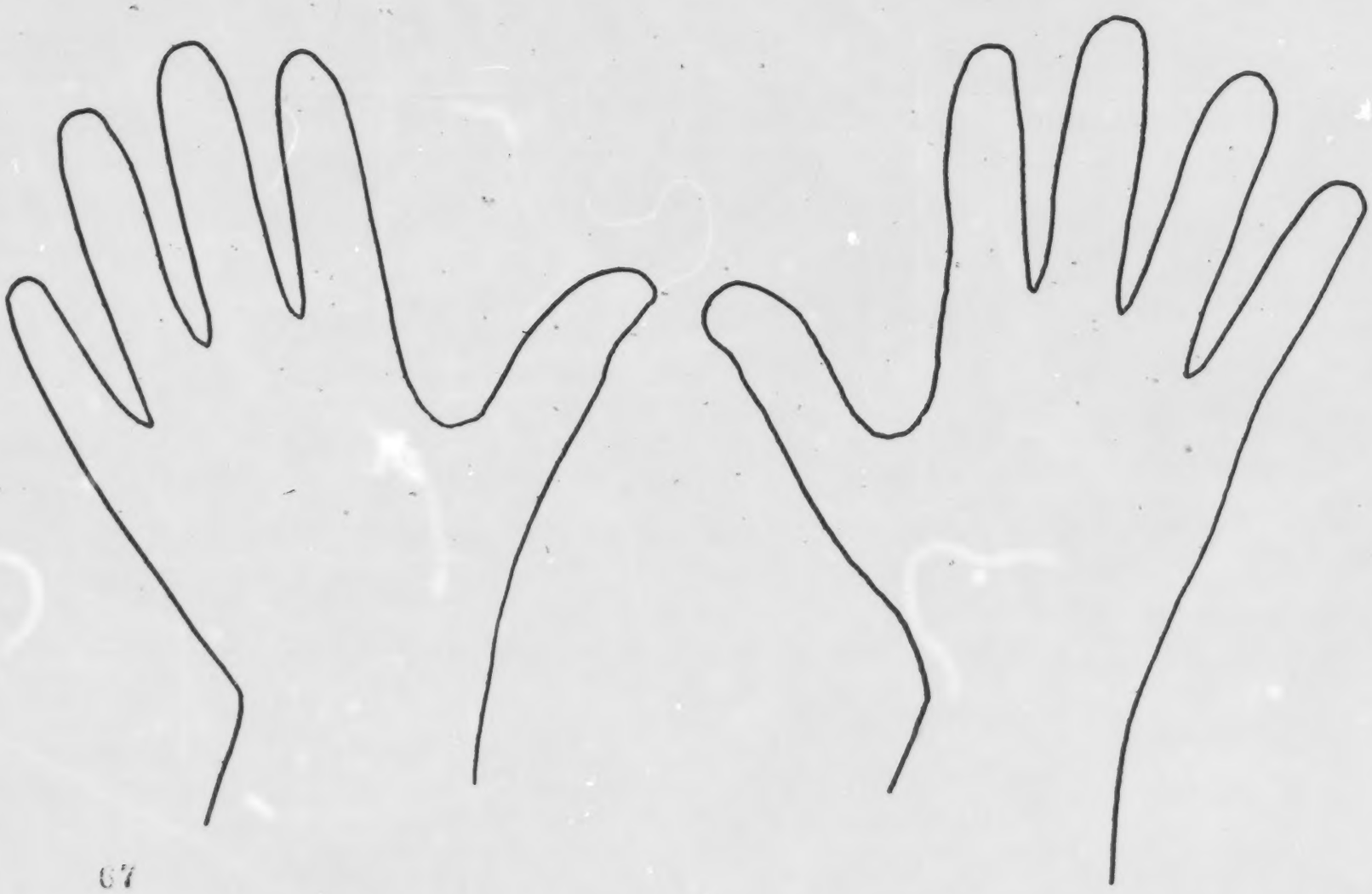
"Besides, you always copy everything I do. You're an old copycat."

This hurt the right hand's feelings and he began to cry.

"I can't help it if I copy you," the right hand said through his tears. "You always do such interesting things."

"Like what?" snapped the left hand.

"Well," said the right hand, "you wash with soap and water, you wear rings, and sometimes you even snap your fingers! I think you're really an exciting hand."



POSITIONS I STORY

"Listen," said the right hand, "I know I bother you a lot but I really want to be your friend. It's hard being the only right hand around here."

Then the left hand said, "You know it's sometimes hard being the only left hand around here too."

"Maybe, if we do something together, I won't have to copy you," said the right hand.

"That's a good idea," shouted the left hand, "but what could we do together that I can't do all by myself?"

10 POSITIONS I STORY

Both hands wiggled their fingers and thought and thought and thought. What could they do together that they couldn't do by themselves?

Finally the right hand stopped wiggling his fingers because he had an idea.

"What is it?" shouted the left hand, who was very excited.

"I know what we can do together that we can't do by ourselves," boasted the right hand.

"What is it? Please tell me," begged the left hand.

"Let's clap!" And the two hands clapped for the rest of the day.

POSITIONS I STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who was in this story?

Who always wanted to know what the left hand was doing?

Who always copied the left hand?

What interesting things did the left hand do?

Did the right hand and the left hand want to be friends?

What could the two hands do together that they couldn't do by themselves?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
4	Why didn't the left hand want to tell the right hand what he was doing?
	What is a copycat? Was the right hand a copycat?
6	Why did the right hand want to copy the left hand all the time?
7	Did the right hand like being alone?
8	Did the left hand like being alone?
10	What did the hands do to help them think?
11	Can you clap one hand? Do you need two hands to clap?
12	Can you think of anything else that the right and left hands could do together that they can not do by themselves?
	Did you like this story? Why?

POSITIONS II STORY
UNIT VI

Written by Claudette Smith

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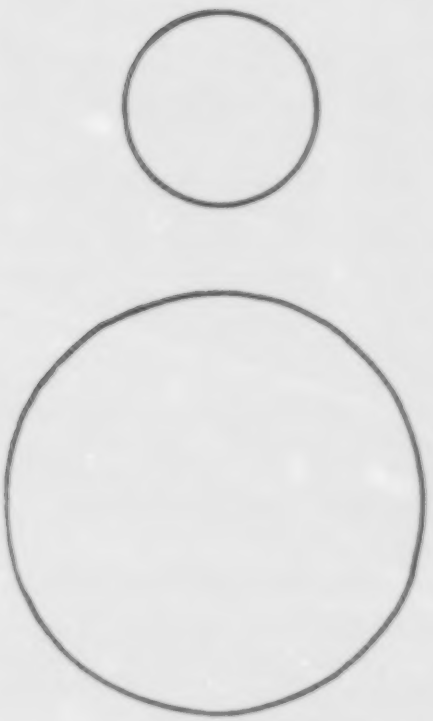
1 POSITIONS II STORY

The little circle and the big circle were very good friends. They played together every day.

POSITIONS II STORY

The big circle liked to roll under everything. She rolled under the table, she rolled under the bed, and sometimes she even rolled under the little circle.



POSITIONS II STORY

The little circle liked to bounce all the time. She bounced over everything. She bounced over chairs, she bounced over toys, and sometimes she even bounced over the big circle.

POSITIONS II STORY

One day the big circle and the little circle were playing. They were having a very good time. The big circle was rolling under all her favorite things, and the little circle was bouncing over tables and chairs and toys.

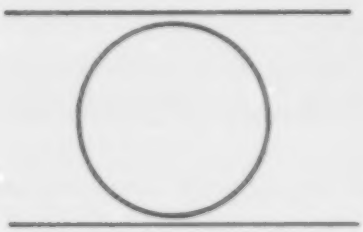
Suddenly the little circle stopped bouncing. "Help, help," she cried.

The big circle stopped rolling. "What's the matter?" said the big circle. "Where are you?"

"I'm on the shelf over your head," said the little circle.

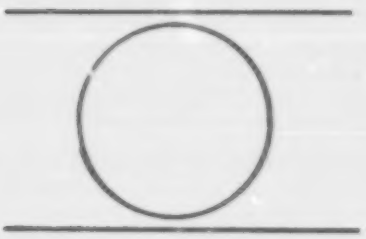
"Oh, my," said the big circle, "so you are. How did you get up there?"

"I bounced up here," said the little circle, "but I want to come down."



"Well," said the big circle, "if you bounced up there, why don't you bounce down?"

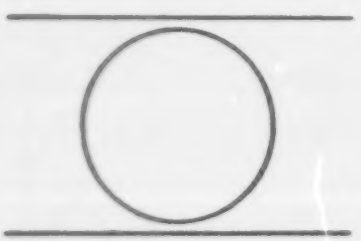
"I can't," said the little circle, "I'm stuck. The top of the shelf is over me, and the bottom of the shelf is under me."



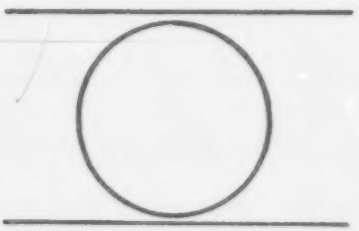
"Maybe you could roll down," said the big circle.

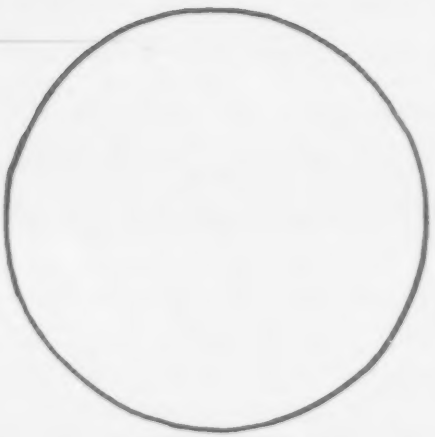
"But I don't know how to roll," said the little circle. "I only know how to bounce. If I try to roll, I might fall down and bump myself."

The scared little circle sounded as though she might cry.



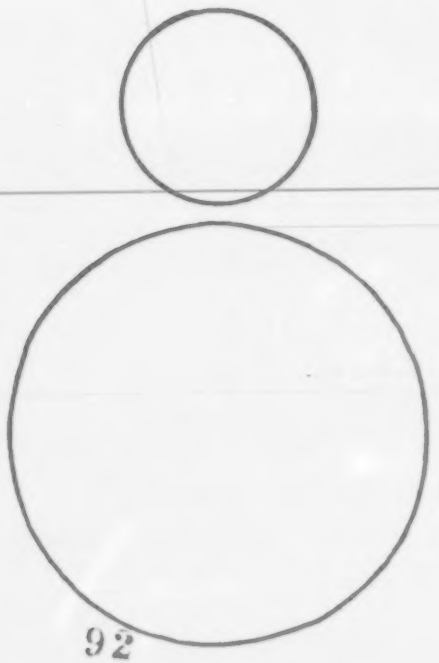
"I'm sure you can roll if you try," said the big circle. "I will stand under the shelf to catch you when you come down."





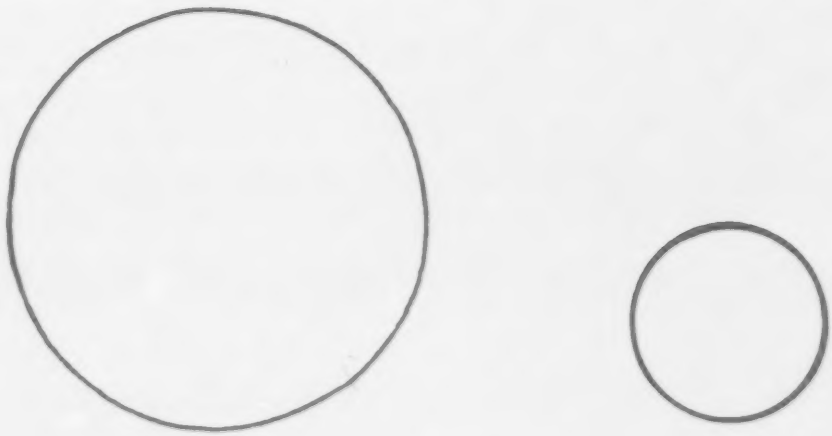
The little circle was afraid, but she began to wiggle around on the shelf. "I think it's working," she shouted happily. "Look out down there, here I come!"

And she rolled off the shelf, landing right on top of the big circle who was waiting for her.



"From now on," said the little circle to her friend, "I'm going to save all my bouncing for outside where it's safe. I don't want to get stuck in that silly shelf again. Besides, I can roll as much as I want inside the house, just like you."

And that's exactly what she did.



POSITIONS II STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who were very good friends?

What did the big circle like to do?

What did the little circle like to do?

Where did the little circle get stuck?

Who was going to try to catch the little circle when she came down?

How did the little circle finally come down?

Where was the little circle going to bounce from now on?

Where was the little circle going to roll from now on?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
2	Do you like to roll under things? What things?
3	Do you like to bounce over things? What things?
6	Do you think the little circle should have bounced onto the shelf?
8	Why couldn't the little circle come down from the shelf? How would you come down if you were stuck on the shelf?
	Why was the little circle about to cry?
9	How did the big circle help the little circle?
11	Do you think the little circle was smart to bounce outside and roll inside? Why?
12	Did you like the story? Why or why not?

RELATIONSHIPS STORY
UNIT VII

Written by Amanda P. Hall

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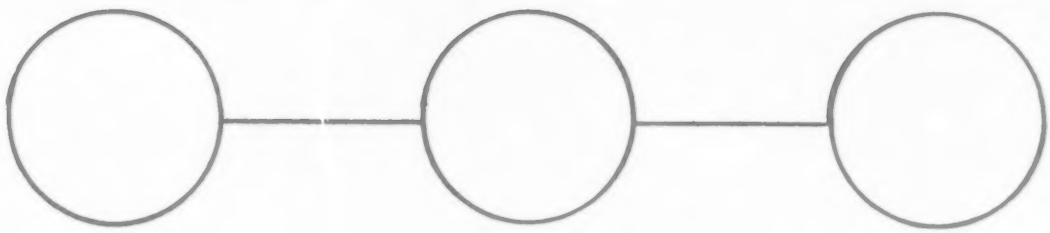
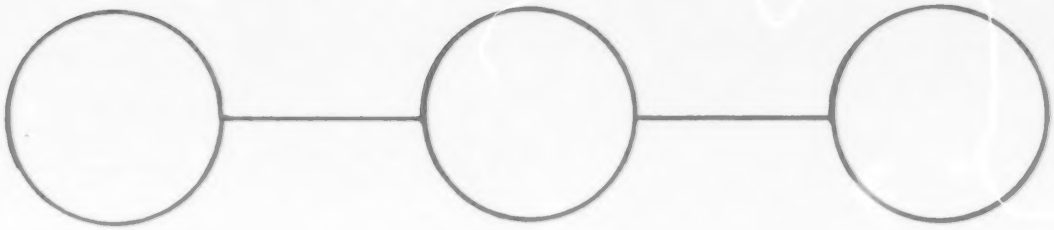
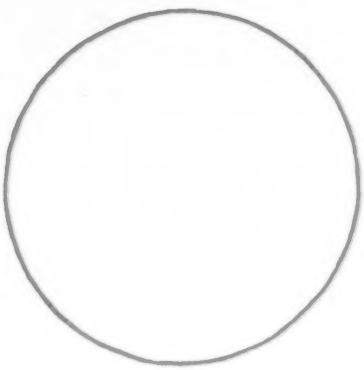
RELATIONSHIPS STORY

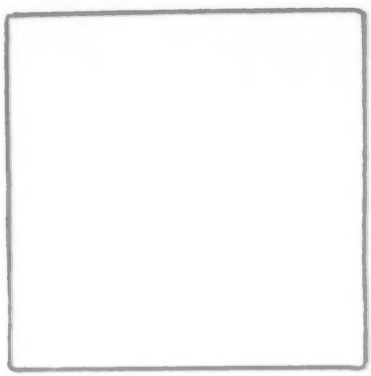
Do you know what a dumdiddle is? Not many people do because it lives in its own special world. A dumdiddle is made of three circles that are connected by two lines. Take a peek at the dumdiddle on this page. Isn't it a lovely creature?



The dumdiddle decided to visit the big circle and the big square for a vacation. They were all having a wonderful time eating and playing and laughing together without a care in the world.





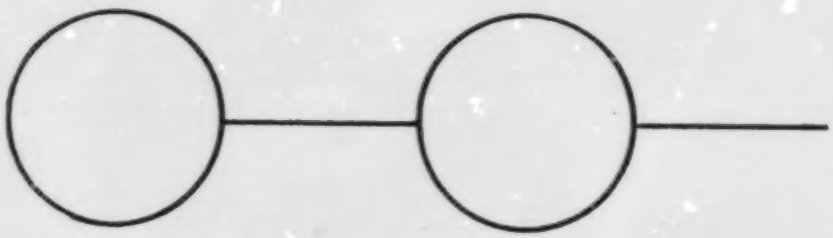


RELATIONSHIPS STORY

One morning, when the dumdiddle woke up from a dream about delicious nettlenuts and scrumptious squigglecakes, it let out a terrible scream. Quickly, the big square and the big circle came to help their friend.

"What's the matter?" asked the big square. "Let us help you."

"Oh poor me," cried the dumdiddle. "I can't move. One of my little circles ran away during the night. You must find the little circle and beg it to come back. I can't be a dumdiddle without all my little circles. Look at me, I feel so silly!"



So the big circle and the big square started searching for the dumdiddle's missing little circle. They looked everywhere — in the yard, in the living room, in the kitchen, under the house. Where was that little circle?

The big square and the big circle became tired from their long search and wanted to take a short nap. After saying good night to the dear dumdiddle, the big circle and the big square went to their beds.

"Oh my goodness!" yelled the big circle. "There you are, you naughty little circle. What are you doing in my bed?"

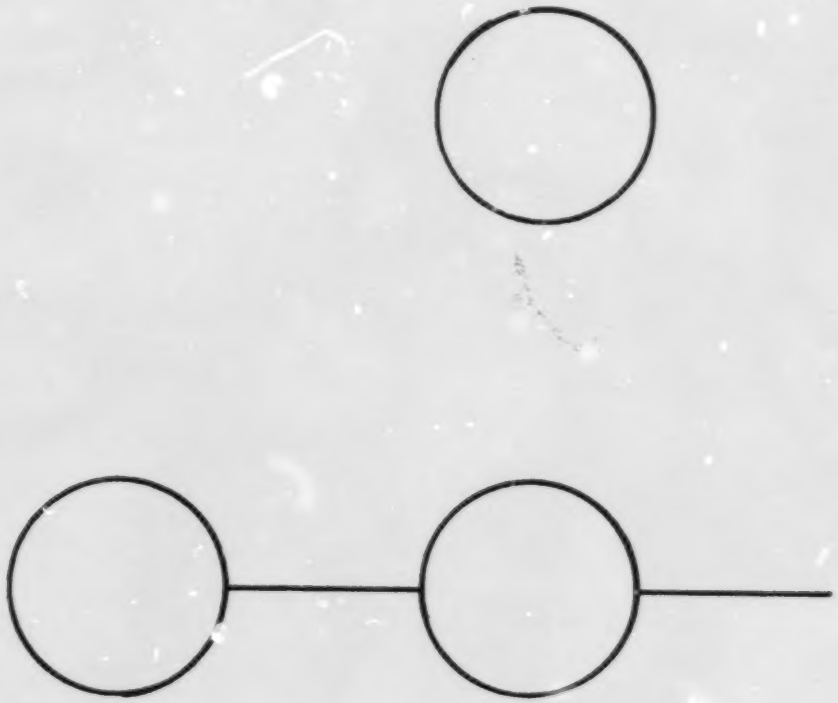
The big square rushed over and heard the dumdiddle's little circle say: "When I saw you having such a good time eating and playing and laughing, I wondered what it would be like to be a circle that was not a part of a dumdiddle. I wanted to be the same as you, so I decided to run away. But you know I have been very unhappy being only a circle. I really don't know how you stand it. I would much rather be a part of a dumdiddle; they are such precious things."

"Why don't you go back?" said the big square. "The dumdiddle can't be a dumdiddle without you."

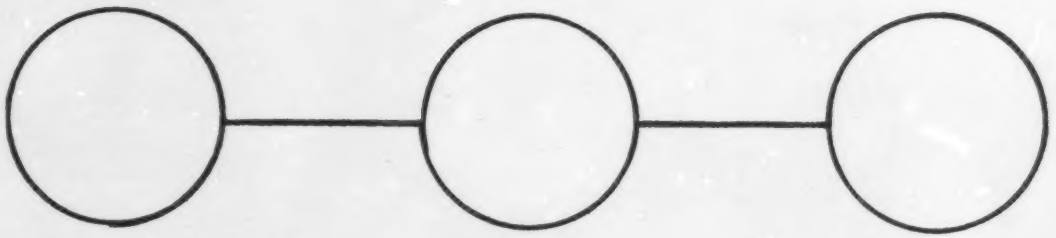
"I'm afraid I hurt the dumdiddle. I should have told the dumdiddle that I was leaving instead of sneaking off the way I did. I'm so embarrassed," said the dumdiddle's little circle.

"Now, now," said the big circle, "we all make mistakes. Go and make up so that you can be a part of the dumdiddle and make the dumdiddle whole again. You will both be very happy.

The little circle quietly and slowly rolled to the dumdiddle. What a happy moment it was when the dumdiddle saw its little circle return.



"You know," the whole dumdiddle said to the big circle and the big square, "I didn't know how important that part was to me until it was gone. I will take good care of all my parts from now on."



RELATIONSHIPS STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

What are the parts of a dumdiddle?

Who did the dumdiddle visit?

What part ran away from the dumdiddle?

Who searched for the missing little circle?

Where did they find the little circle?

Why did the little circle run away?

Was the dumdiddle's circle happy after running away?

Did the little circle go back to the dumdiddle?

Who was going to take good care of all its parts from now on?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
1	Is the dumdiddle real?
2	Do you like to play and laugh with your friends? What is your favorite game?
3	Why did the dumdiddle scream?
4	Why did the dumdiddle feel so silly?
5	Why did the big circle and the little square look for the dumdiddle's missing circle?
7	Who did the little circle want to be like? Did you ever want to be like someone else?
8	Why was the little circle afraid to go back to the dumdiddle?
10	Why was the dumdiddle so happy to see the little circle again?
11	What did the dumdiddle learn from its little circle?
12	Did you like the story? Why?

TIME STORY
UNIT VIII

Written by Amanda P. Hall

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TIME STORY

The little circle was becoming all out-of-shape because he was not getting enough exercise. In fact, he was looking more like a blob than a circle, and the little circle didn't like that at all.

Some friends told the little circle about an exercise class at school. At first, he thought it was a silly idea. But at last he decided that it was time to do something about his extra curves; it was time to go to the exercise class.

The little circle was scared because he didn't know the kind of things a teacher would want an out-of-shape circle to do. It was going to be his first exercise class, and he really hoped it would be his last.

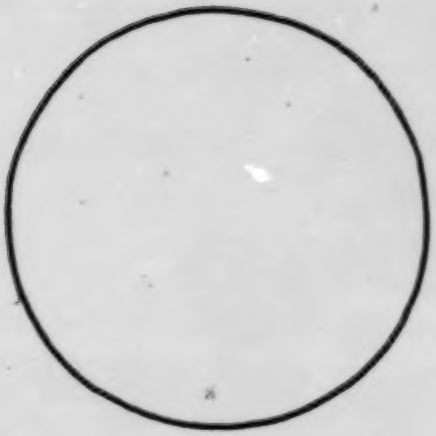
Later that afternoon, the out-of-shape little circle went to class. He was the first student to walk into the classroom, and he thought he was alone. But then he saw the teacher, who was a big, beautiful, round circle.

"If only I could be like that," thought the out-of-shape little circle.

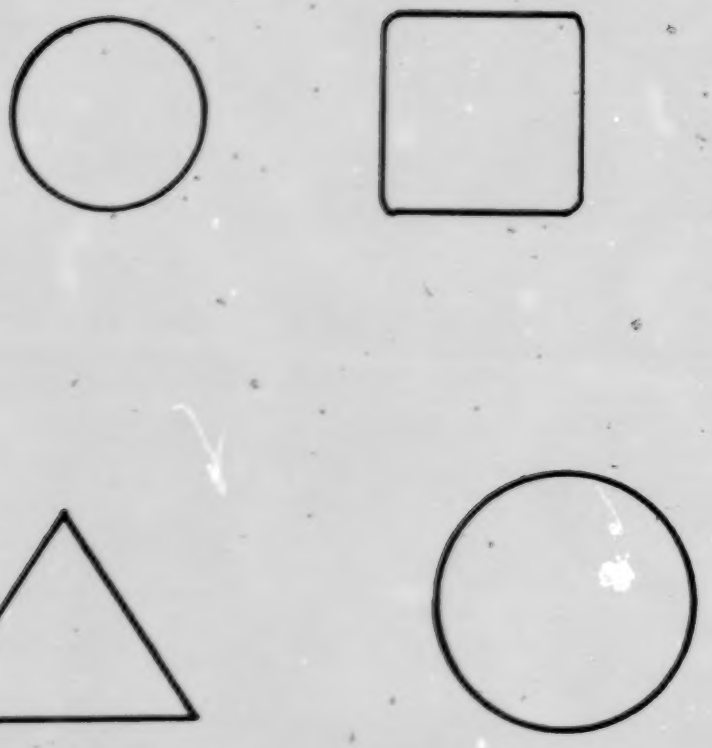
The other students finally arrived for class also. First came a square whose corners had lost their points. Next came a triangle who thought she was too tall and thin. The last shape to walk in was another circle whose edges were a little rough.

The four students came to class every day and worked hard at their exercises.

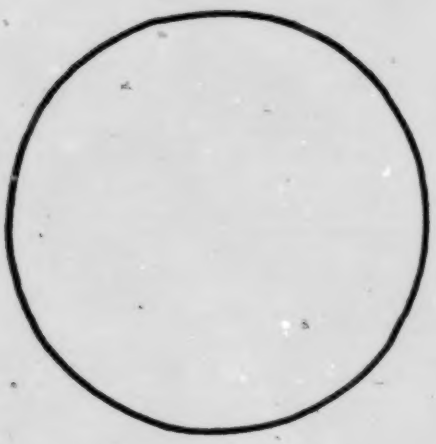
They liked their teacher very much and tried to do what she asked.



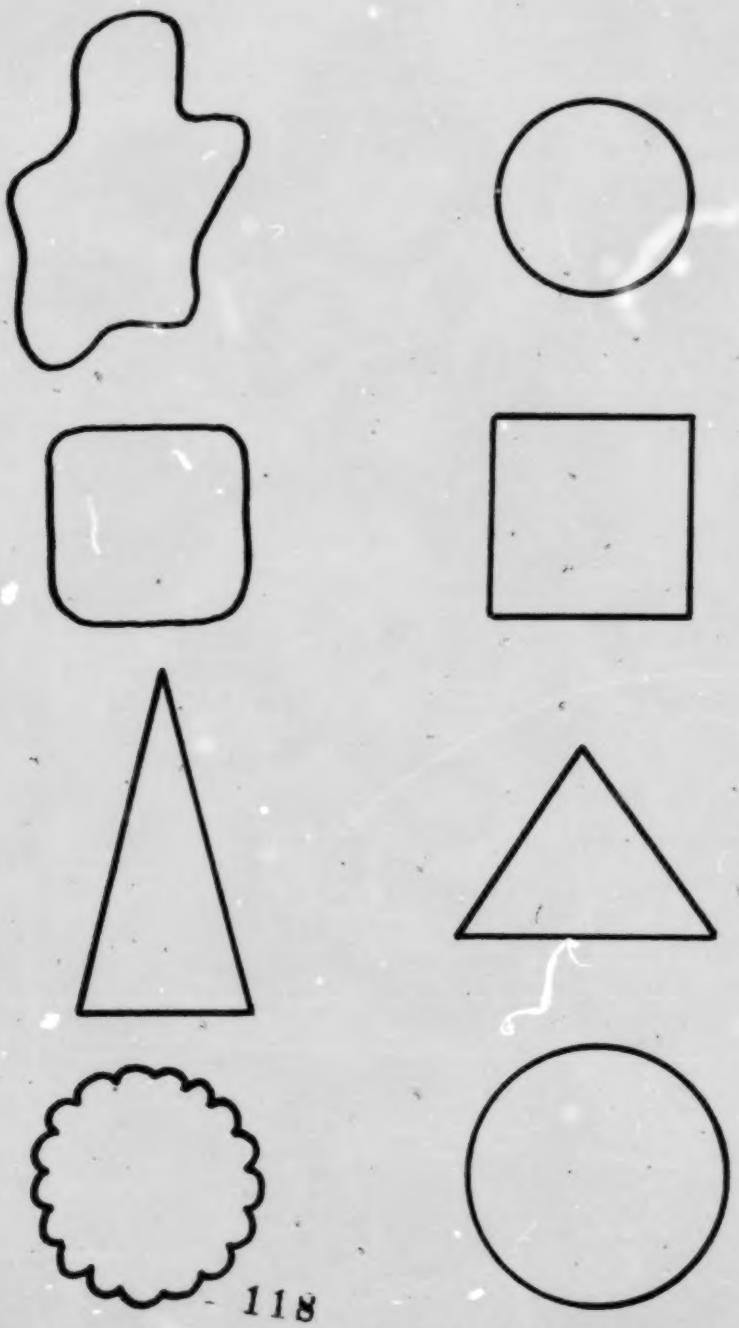
Slowly but surely, the shapes started changing. The out-of-shape little circle was getting a little rounder, the square was getting points, the triangle was getting shorter and fatter, and the rough circle was smoothing his edges.



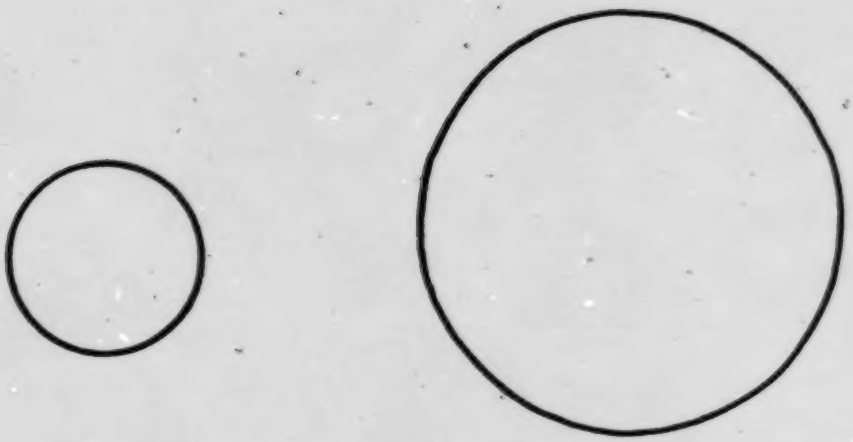
During the last day of exercise class the teacher said, "I have a surprise for you today. Here are some pictures of what you were like before you started this class. I'd like each of you to stand next to your picture. Then we can all see what you were like before this exercise class and after this exercise class."



The shapes lined up. What a difference the exercise class had made! All the shapes had changed just the way they wanted.



The little circle, who was no longer out-of-shape, thanked the teacher for helping him. But the teacher said that the little circle had worked very hard, and the only shape he had to thank was himself.



So the little circle rolled home
very, very happy and very, very round.

TIME STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who was in this story?

What did the out-of-shape circle look like?

What class did the out-of-shape circle want to visit? Why?

Who was the teacher of the exercise class?

Who were the other students in the exercise class?

Why did the square go to the exercise class?

Why did the triangle go to the exercise class?

Why did the circle with rough edges go to the exercise class?

Did the shapes change the way they wanted to? How did they do it?

What was the teacher's surprise?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
1	Did the circle like being a blob? Why?
	Why is it important to get enough exercise?
3	Why was the circle a little scared?
4	Do you ever want to be like someone else? Who would you like to be and why?
6	Do you work hard on your exercise? What kind of exercises do you do?
7	Do you try to do what your teacher asks you to do? Why?
9	What is a surprise? What has been your favorite surprise?
10	Is there any way that you would like to change? How?
11	Why did the teacher say that the little circle should only thank himself?
12	Did you like this story? Why?

CONFIGURATIONS STORY
UNIT IX

Written by Amanda P. Hall

AMERICAN INSTITUTES FOR RESEARCH
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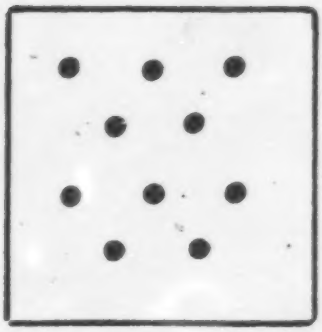
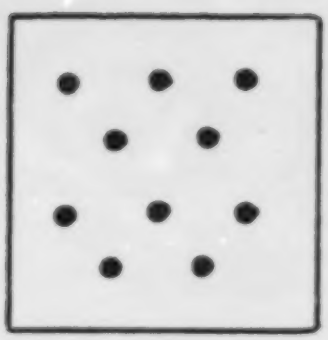
1 CONFIGURATIONS STORY

The bumpy square was always full of surprises.



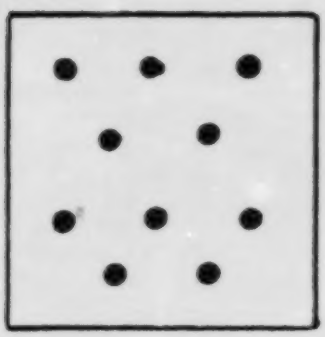
Especially for her friend, the squiggly circle.

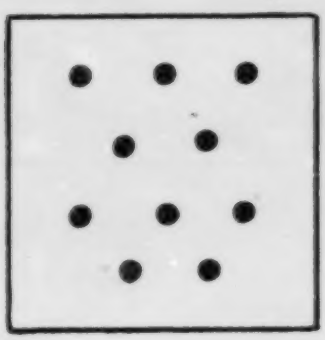
"Do you want to play a game?" the bumpy square said to the squiggly circle.

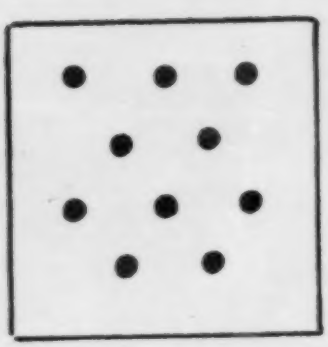


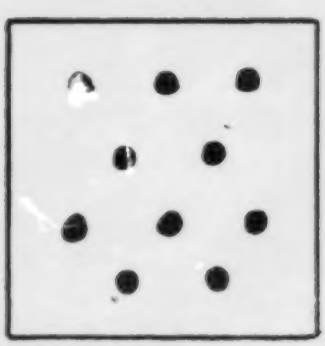
"Of course I do," said the squiggly circle. "But what are the rules?"

"Oh, the rules are easy," said the bumpy square. "You must start at the top of the page and go from one side to the other until you reach the bottom of the page like this."









"That sounds too easy!" said the squiggly circle, who knew her mischievous friend very well. "What's the catch?"

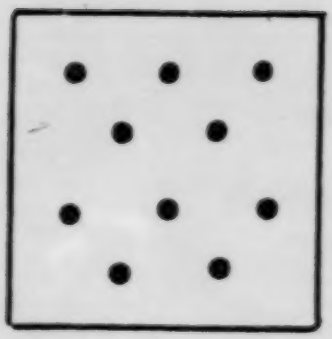
"That's all," said the bumpy square. "Oh, I guess I did forget one thing."

"What's that?" said the squiggly circle.

"You have to do it without your squiggles," said the bumpy square.

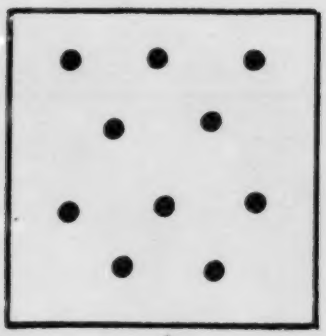
"Without my squiggles! I can't do anything without my squiggles," screamed the circle who was now very upset.

"Well that's the rule. Do you want to play or not?" asked the bumpy square.



CONFIGURATIONS STORY

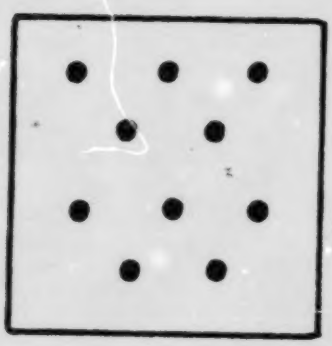
"I'll play only if you leave your bumps behind," said the squiggly circle. The bumpy square didn't have any choice. She had to leave her bumps behind, if she wanted the squiggly circle to play the game.



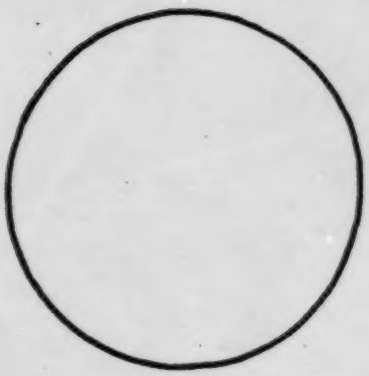
"Let's race," said the squiggly circle. "Whoever makes it to the bottom of the page first wins!"

"OK," said the bumpy square, "but can't I take just one of my bumps with me?"

"No," said the squiggly circle. "It's against the rules of this game."

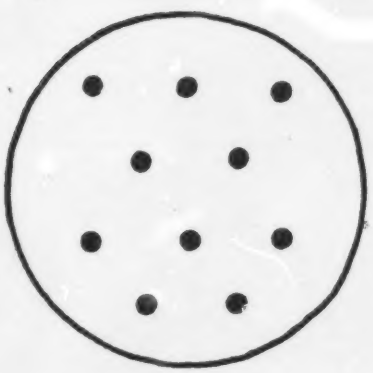


So the circle left its squiggles, and the square left its bumps. Now they were ready.

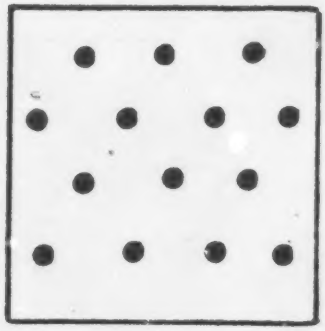


The circle rolled faster than the square could walk, and the circle won the race.

The circle ran to put on her squiggles and to help the square put on her bumps. But she was in such a hurry that she gave herself the bumps and put the squiggles on the square.



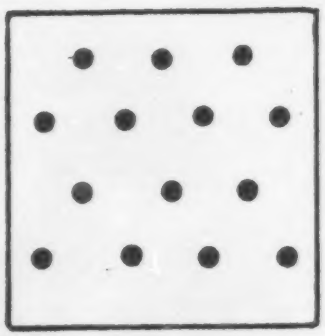
"This will never do," said the circle. And she quickly switched the bumps and the squiggles. Then the circle was squiggly once again and the square was bumpy. The square was so upset that she broke out a few extra bumps just to be safe.



"Even though you won," said the bumpy square to the squiggly circle, "I still had fun. I think I missed my bumps more than you missed your squiggles!"

"That's not true," said the squiggly circle. "The reason I rolled so fast was that the faster I rolled, the sooner I could get my squiggles back!"

And they both laughed.



CONFIGURATIONS STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who was in this story?

What game did the bumpy square want the squiggly circle to play?

Did the squiggly circle want to race without her squiggles?

Why did the squiggly circle have to race without his squiggles?

Did the bumpy square want to race without her bumps?

Why did the bumpy square have to race without her bumps?

Who won the race?

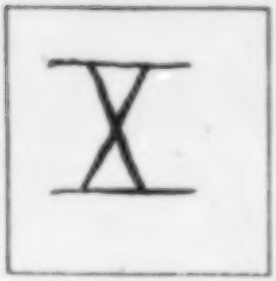
What mistake did the circle make after she won the race?

Why did the circle roll so fast?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
1	Do you know anyone who is full of surprises?
4	What are rules?
6	Why did the squiggly circle think the rules were easy?
8	Is there some part of you that you can't do without?
13	Do you make mistakes when you're in a hurry? Why?
14	What do you do when you become upset?
15	What makes you work fast?
	Did you like this story? Why?



CLASSIFICATION STORY
UNIT X

Written by Amanda P. Hall

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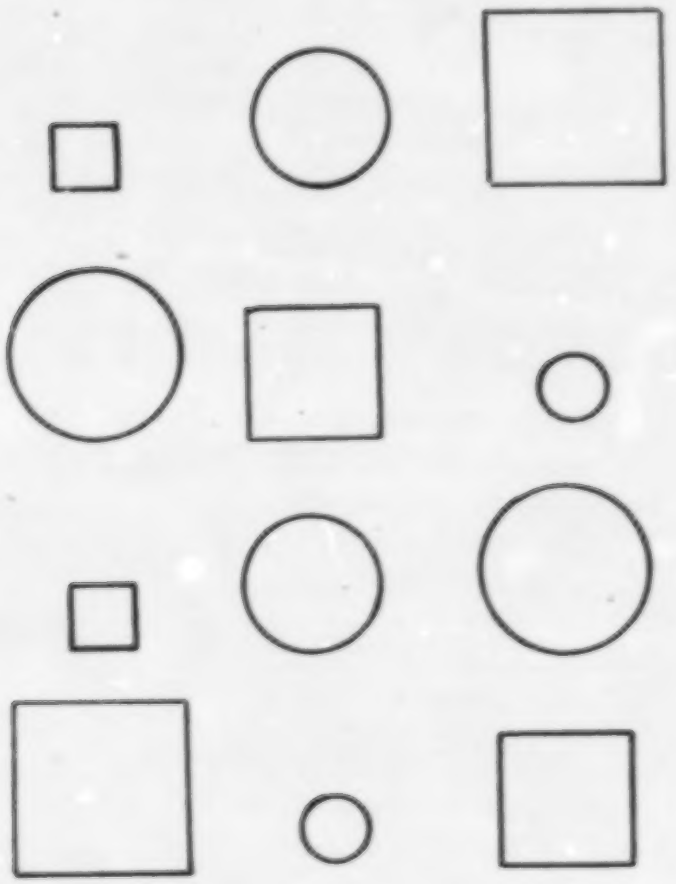
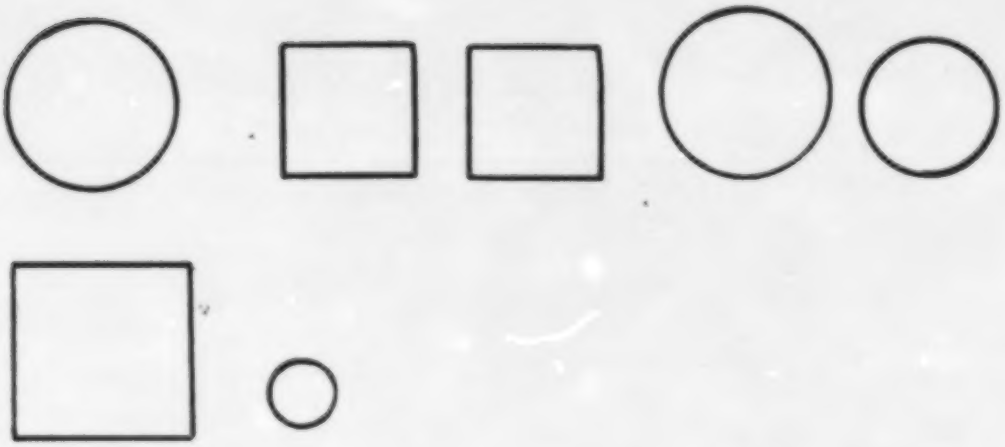
1 CLASSIFICATION STORY

The shapes decided to have a picnic in the park. All the circles and squares met early one morning, ready for a fun-filled day.



After they unpacked their lunch, the shapes were ready to play until it was time to eat. One of the squares wanted to play leap frog, but one of the circles wanted to play ball.

They decided to take a vote. Most of the shapes wanted to play a game of ball, especially the ones who were older. So a ball game it was.

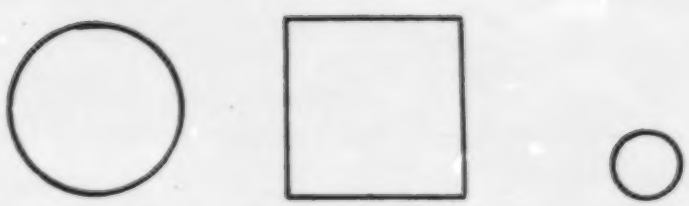


First they would have to divide up into two teams. How were they going to do that?

"We could pick our friends," said a big circle, "except we are all friends."

"We could put all the big shapes on one team and all the little shapes on another team," said a big square.

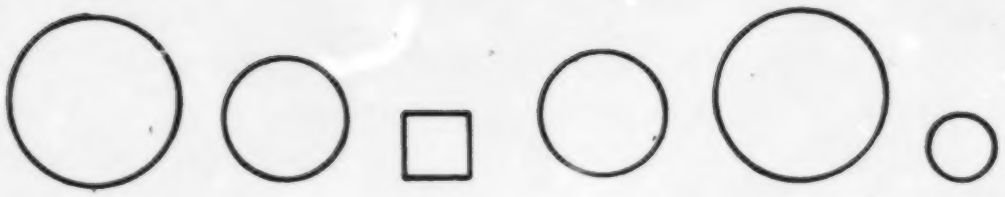
"That wouldn't be fair to the little shapes; we would never be able to win," shouted a little circle as loud as he could.

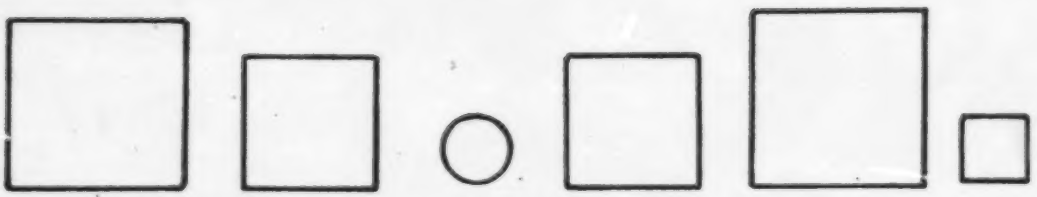


After a while, a little square had an idea: "Why don't all the circles go on one team and all the squares go on another team. That would be fair!"

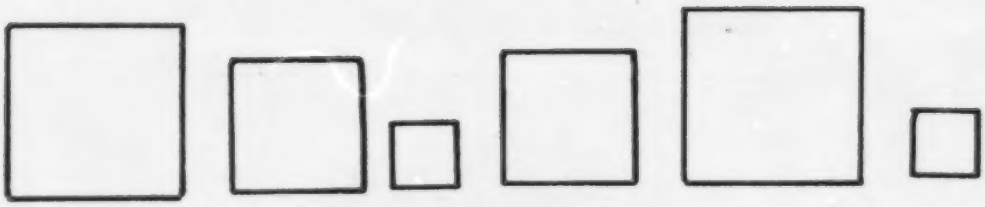
A big square thought that was a good idea, and all the other shapes agreed.

Then the shapes started to line up on two sides -- a circle team and a square team. Some of the little shapes had trouble finding the right team because they didn't know if they were circles or squares.

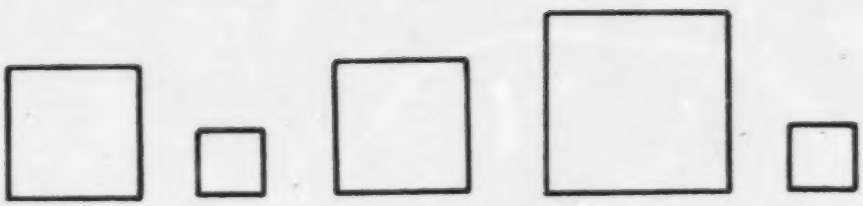




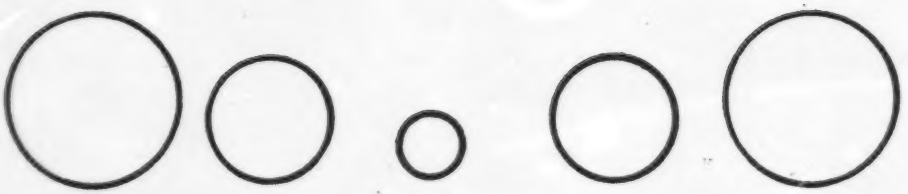
But finally the teams were sorted out, and they were ready to play.



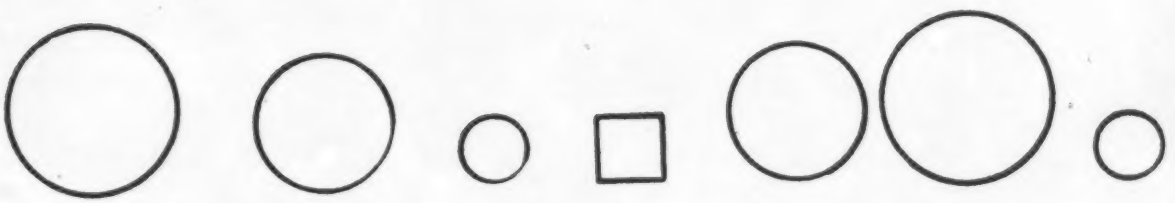
The square team chose one of the biggest squares to be captain. This square showed the other squares where to go and how to play.

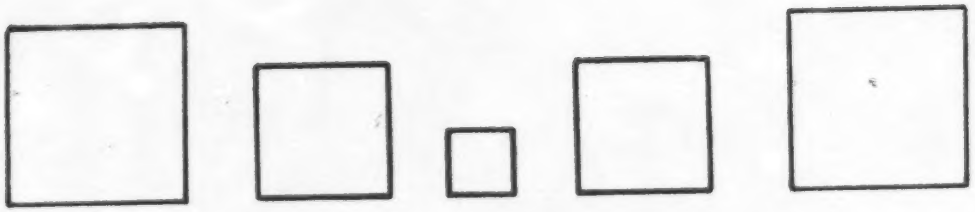


The circles chose somebody little to be captain. This circle was more interested in running around the grass field than getting the game started.

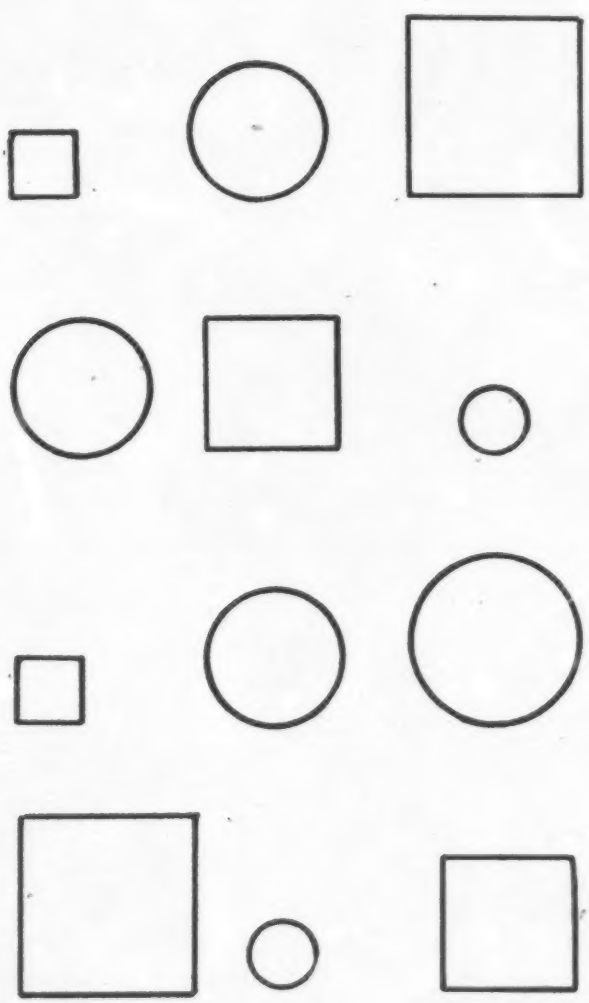


When the circle captain calmed down, the game began. The shapes played as hard as they could, and it was a wonderful game. Once in a while a little shape would forget which team it was on and help the other side, but no one cared because they all just wanted to have a good time.

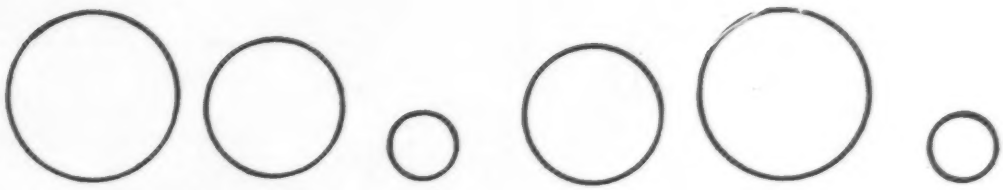


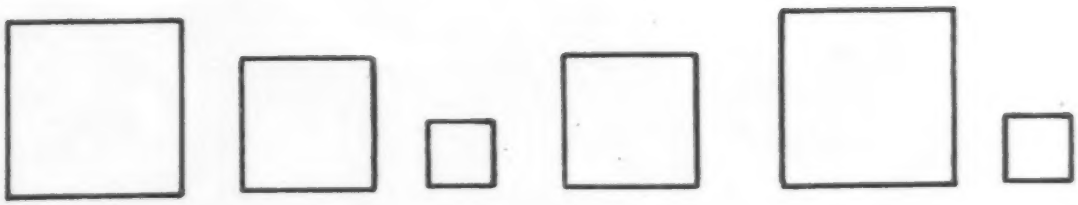


Soon it was lunchtime. All the shapes decided that the winning team could have an extra piece of cake for dessert. Then they found out that nobody had been keeping score. Everybody burst out laughing.



Now the circles and the squares would have to play the ball game all over again after lunch to find a winner. And they couldn't wait!





CLASSIFICATION STORY QUESTIONS

Summarizing Questions

After reading the entire story to the child, ask the child the following questions. Reread the story to the child if necessary.

Who decided to have a picnic in the park?

Why did the shapes take a vote?

What did the shapes vote to play?

What teams did the shapes make?

Which shapes had trouble finding the right team?

What did the captain of the square team do?

What did the captain of the circle team do?

What prize was going to the winning team?

Why couldn't they choose a winning team?

What would the shapes have to do after lunch?

Reasoning Questions

After the child is able to answer the summarizing questions, read the story to the child again and ask the following questions as you read each of the pages indicated below.

Page	
1	Did you ever go on a picnic? What did you do?
2	Which game would you like to play, leap frog or ball? Why?
4	Do you think the little circle was right? Why or why not?
5	Do you think the little circle had a good idea? Why or why not?
6	When you were little did you know the difference between circles and squares?
9	Who would you choose to be your captain, the big square or little circle? Why?
10	When you play do you want to have a good time? How do you know when you're having a good time?
11	Why do you think that the shapes forgot to keep score?
	Why did the shapes laugh when they found out that nobody had been keeping score?
12	Why were the shapes excited about playing the ball game over again after lunch?
13	Did you like the story? Why or why not?